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ABSTRACT

This is the final report of a research project designed to develop a model for leadership in school desegregation. The model was to be based on a collaborative process involving city and school decision makers in Berkeley, California. As part of background information, the racial composition of the Berkeley Unified School District is described. The history of school desegregation in Berkeley, including a tendency toward resegregation since 1972, is reviewed. Activities of the leadership planning/training project, designed to explore and reverse the resegregation process, are outlined and major findings for each of the three years of the project are presented. Numerous shortcomings of the project are mentioned, including the absence of participation of the University of California and of other sectors of the community, gaps in general data and in information on groups other than blacks and whites, and insufficient dialogue regarding dissemination and analysis of previous project reports. Nontheless, it is held that the model developed is viable and exportable to other communities for the purpose of providing leadership training for top city/school dicision makers. Appended to the reports are data on student enrollment in Berkeley, achievement test results, as well as excerpts from previous project reports. (GC)

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ED179573

SCHOOL RESEGREGATION:

RESIDENTIAL AND SCHOOL PROCESS STUDY

A Collaborative Leadership Planning/Training Project

Executive Summary

Third Year Report: 1978-79

Contract No. 400 - 76 - 0104

Submitted To:

National Institute of Education
Desegregation Studies, Education Equity
Washington, D.C.

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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EDUCATION

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UD020052

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INTRODUCTION

Demographic Data

Berkeley is a medium sized university city in the center of the San Francisco Bay Area. Its 1970 population of 116,700 was 62.2% White, 23.5% Black, 7.4% Asian, 5.5% Spanish Surname, .3% Native American, and 1.1% Other. There was a considerable Jewish minority. Many nations were represented and a wide variety of religious sects.

A large proportion of Berkeley's population are students. University of California alone serves more than 29,000 of them. That university is the city's largest employer, providing work for 11,771 full and part-time staff, representing one sixth of the total Berkeley workforce. Berkeley also houses 323 manufacturing plants providing employment for residents of Berkeley and the greater Bay Area.

In 1939, Berkeley was an almost homogeneous white community as was its public school system. By 1964, on the eve of secondary school desegregation, Berkeley had become one of the most racially diverse small cities in the nation, ready, with sufficient push from its minority communities to voluntarily, if reluctantly, desegregate its public schools.

In November, 1978, Berkeley Unified School District enrolled 10,889 students, grades K-12, excluding adults. 45.8% of these were White, 43.6% Black, 5.9% Asian, 3.8% Chicano, .2% Native American, and .7% Other.

Project Background

Desegregation of the Berkeley public schools was accomplished in two steps: (1) the secondary schools were desegregated in 1964, and (2) the elementary schools, in 1968. Those desegregation efforts were rooted in community support and community participation throughout all phases of the process. Despite strong, articulate support for desegregation, especially from the Black and other minority communities, there was adamant resistance from beginning to end by many factions of the Berkeley community spearheaded by conservative elements of the White community.

Tendency toward Resegregation

In 1972, four years after full desegregation, the Berkeley Unified School District experienced a marked shift in the school population and its distribution. For purposes of this study, the process of shifting residential racial patterns and the changing racial composition of the schools has been termed school resegregation.

Genesis of the Project

On September 1, 1976, funds were granted to support the research activities of the Berkeley Unified School District's "School Resegregation: Residential and School Process Study Project." The core agenda (final product) was to be the development of "A Collaborative Leadership Planning/Training Project," culminating in "The Collaborative Dialogue for Change in Deseg-

regation (CDCD) Model." This would be a collaborative process, involving city and school decision makers, that is, school board members, City Council members, the Superintendent of Schools, the City Manager, the Superintendent's Cabinet and key members of the City Manager's staff.

1976-77, THE FIRST YEAR

The Year's Activities

Data gathering, probing, training and planning comprised the year's activities, which can be summarized as follows:

1. A Mobility Study of children leaving the Berkeley Unified School District for non-public schools and of children entering the District from private and parochial schools to test the hypothesis of shifting school population.
2. Influential interviews of city and school government leaders to discover the impact of policies and issues affecting the desegregation/resegregation process.
3. A survey of Berkeley residents concerning their opinions of the city and the schools.
4. An adult education course, "Desegregation/Resegregation ... 'What Is It?'" to introduce and test the use of the adult school as a mechanism for data collection and dissemination.
5. A leadership awareness session, involving parents, the Berkeley schools' superintendent and management team to discuss desegregation/resegregation trends and their impact on student mobility.

Major Findings

1. Mobility Study - The study indicated that "White flight", generally described as an exit of Whites from a school district specifically because of desegregation, has not occurred. The racial composition of student enrollment, K-12, has not changed significantly since 1968-69, the year desegregation was completed. Between 1968-69 and 1977-78, White enrollment remained at 45% of total enrollment, Black enrollment decreased from 42.8% to 42.6% Asian enrollment decreased from 7.5% to 6.4%. Chicano enrollment increased from 3.4% to 3.5%. Native American enrollment remained insignificant at .1%. All "Others" increased from 2.0% to 2.2%. (See Attachment A, page A-1.)

2. Adult Education Class - Although this class served to encourage interaction among class participants, i.e., citizens, parents, students, school staff, city personnel, there was no conclusive data supporting the effectiveness of this class in terms of its purpose to introduce broad segments of staff and community to the problems of desegregation/resegregation and motivate them to participate in solving them.

3. Staff Development Component - A Leadership Awareness Session
There is an additional need to develop a collaborative change process which involves the principle decision-makers of the Berkeley Unified School District and the political leaders of the City of Berkeley.

1977-78, THE SECOND YEAR

The Year's Activities

1. Study and analysis of within school resegregation trends.
   a. Racial composition of staff over the decade after 1968-69.
   b. Racial composition of student enrollment, districtwide, by school, and within each classroom over that decade.
   c. Disparities in student achievement between Blacks, Chicanos and Whites.
2. Study and analysis of out-of-school resegregation trends.
   a. City housing policy and patterns.
   b. Employment realities.
   c. Impact of law and legislation.
3. Restudy of the Influential Interviews - survey of the level of knowledge and practice of school and city decision makers as they related to the Berkeley school desegregation program.
4. A hard look at the current status of the Berkeley desegregation plan.

Major Findings

1. Resegregation Trends
   a. In most management categories in the district, the ethnic representation generally reflects student population, except for the Chicano representation which is significantly low as it is at all staff levels.
   b. At the staff level (i.e., teachers, department chairpersons, counselors, etc.) either desegregation has not yet made

a crucial impact or resegregation is taking place.

c. Although the percent of Black staff increased until the mid-70's, since then the proportion of Blacks has been steadily decreasing at most staff levels. At the high school level, the staff has never approached par racial distribution, although there has been steady progress.

d. Counselors at the high school level are somewhat more racially representative now than they were eleven years ago, but are still very heavily White.

e. Data collection and retrieval procedures on staff ethnic patterns are grossly inadequate.

f. Although test scores for all groups of Berkeley Unified School District students have risen over the past several years, the substantial disparity among racial groups in achievement scores persists, Black and Chicano students, performing significantly less well than White students. (See attachment B, pages B-1 - B-5.)

g. Formal observations conducted in nine elementary schools during the spring of 1978 found that the overwhelming majority of classrooms had integrated seating patterns, that the vast majority of teachers used third world supplementary social studies books, and that nearly 50% of playground free-play activity was integrated.

h. Presently enrollments in eight of 12 (75%) primary schools, three of four (75%) of the 4-6 schools, both junior high schools (100%), and the continuing education school do not come within the "required" 10% range of proportional Black representation.

i. Since 1968, there has been almost an equal number of Blacks and Whites leaving for nonpublic schools. The "flight" has been interracial. According to a 1974 Planning Commission Report, Berkeley has been and remains a highly segregated city with zoning policies, reflecting a neighborhood strategy rather than overall planning for citywide integration.

2. The major findings from the Influential Interviews were as follows: (See Attachment C, pages C-1 - C-17.)

a. The level of interest in the Influential Interviews was higher among school (70% return) than among city city decision makers (24% return).

b. Among respondents, both from school and city, the level of knowledge of programs relating to desegregation was mixed, often low. Despite the fact that city leadership professed a higher level of knowledge than did their school counterparts, more than half agreed that, "we have no responsibility for the implementation of school desegregation." They were preoccupied with housing programs and their impact on property values and taxes.

e. 37.9% of all participants saw a trend toward resegregation, because of negative administrative practices, negative teaching and testing practices, negative community and parent attitudes, and financial, social and legal factors beyond school control.

f. On the other hand, especially among Asian and Chicano participants, it was felt that student experience in a desegregated school environment, the crucial factor, would outweigh the "negatives" and insure the longtime trend toward integration.

g. The respondents recommended, that, to further school desegregation, priority should be given instructional practices, personnel practices, parent and community education and involvement, and district planning.

3. Berkeley's desegregation plan

a. The Desegregation Plan of the Berkeley Unified School District has not been altered by Board policies since its implementation in 1968.

b. Project findings (together with the collaborative dialogue in 1978-79) have inspired the Board of Education to seriously consider rezoning school attendance areas to combat resegregation.

1978-79, THE FINAL YEAR

Core Agenda

As the year began, a "core agenda" was set. It provided for the design, inauguration, and development of a collaborative dialogue structure and process to protect desegregation and combat resegregation. It would culminate in a model "Collaborative Dialogue for Change in Desegregation," involving the decision makers in school, city and community as prime participants and movers. The dialogue would be a continuing, flexible one, tailored to Berkeley's effort to institutionalize the desegregation process while controlling resegregation. The 2 x 2 Committee, long established liaison group between the School Board and the City Council was revived to become the nucleus of the new collaboration.

The Year's Activities

1. The completion of the literature search and annotated bibliography to keep abreast of current theory and practice.
2. The development of the data bank comprising data essential to monitoring desegregation/resegregation.
3. Dissemination of information on the project and on Berkeley's desegregation experience.
4. Inauguration of the CDCD Model - A year of collaborative dialogue, comprising a series of nine collaborative sessions.

Major Findings

1. The Collaborative Leadership Planning/Training Project accomplished the following:

a. It established a continuing literature search to collect and make available the best in theory and experience to Berkeley school and city leadership and to school districts and cities, nearby and countrywide.

b. It began to build a data bank essential to effective monitoring of desegregation/resegregation.

c. It polled parental and community opinion on the schools and on desegregation.

d. It disseminated the 1977-78 report to NIE, to decision makers in Berkeley Schools and City, in Oakland and San Francisco public schools and cities countrywide.

e. It expanded the collaborative approach to effect desegregation and attack resegregation by bringing the Oakland and San Francisco Unified School Districts into the collaborative dialogue as continuing partners.

f. It used expert consultants from the public and private sectors, nationwide, and established a permanent collaborative consulting relationship with the California State Department of Education.

g. It inspired current closer relations between the schools and the city in many areas of mutual interest.

h. It organized the TV programs aired by KPIX, Channel 5, on February 9, 1979, at 8:00 p.m. and on February 16, 1979, at 8:00 p.m. Those programs featured interviews with former Superintendent, Neil V. Sullivan and pre-

sent Superintendent, Laval S. Wilson.

i. It inspired the projected District restudy and possible rezoning of attendance area boundaries to combat resegregation.

j. It corroborated the need for the recent District updating of the Board policy manual.

k. It turned leadership's attention in the city and particularly in the schools to the urgency of protecting desegregation and fending off resegregation.

l. It resulted in the design of a leadership training model for the school district and the city. The Collaborative Dialogue for Change in Desegregation. (See Attachment D, page D-1.)

2. Collaborative Dialogue for Change in Desegregation (CDCD)/ a Leadership Training Model. (See Attachment E, pages E-1 - E-7.)

a. At the collaborative session of October 18, 1978, a public workshop, four of five School Board members agreed that the collaborative sessions with the City of Berkeley decision makers should continue as a basis for cooperative action to block resegregation.

b. At the collaborative session of October 24, 1978 with the 2 x 2 Committee, one of two School Board representatives and the two City Council participants agreed that the 2 x 2 Committee was not a viable nucleus group for the collaborative dialogue. Thereupon, the NIE staff added

to its future agenda the task of determining a substitute structure.

c. The mini-conference of October 30, 1978. involving those who had participated in the influential interviews of 1976-77 and 1977-78, was an effective one judging from the feedback responses. There was consensus that the 1977-78 report findings had been clarified. Almost two thirds of the respondents indicated that city officials had a responsibility to help protect school desegregation and that the 2 x 2 Committee or an alternative group should constitute the collaborative nucleus of the desegregation process. The conference pointed to data collection and reporting procedures, school practices and procedures, and school ethnic mix as the three top priority need areas requiring collaborative attention.

d. At the collaborative session of November 13, 1978, with school principals and program directors, the critical role of site administrators was spelled out. The site administrators suggested that school ethnic mix, student achievement and school practices were the top priorities requiring collaborative attention. They recommended an alternative core structure to replace the 2 x 2 Committee, possibly a master plan group, representing school, city and community, perhaps a broadly representative subcommittee of the 2 x 2 Committee with Federal and State officials as well as school faculty participating,

or a 4 x 4 Committee comprising middle management.

e. At the collaborative session of December 14, 1978 with California State Department of Education representatives, it was determined that:

(1) While Berkeley is experiencing resegregation trends, its school racial balance is still within the State's standard.

(2) The present resegregation trends apply only to the Berkeley School Board's stricter requirement which allows a 5% plus or minus deviation in a particular school from the districtwide racial percentages.

(3) There should be an agreement to continue the collaboration with the California State Department of Education's Intergroup Relations Office. That agreement was reached and a liaison person was designated by the Office of Intergroup Relations.

f. The Desegregation/Resegregation Conference of January 16, 1979, attended by a cross-section of decision makers from Berkeley schools and city and the Oakland and San Francisco Unified School Districts was an effective one as attested by formal feedback.

(1) More than half of the respondents rated the conference high in increasing their knowledge of the collaborative process and how it can be used. 38% rated it average. Only 7% rated it low.

(2) Almost half of the respondents rated the conference high in increasing their understanding of resources and techniques for monitoring desegregation activities. 50% rated it average. 7% rated it low.

(3) 30% rated the conference high in increasing their understanding of long-range systems for monitoring desegregation activities. 27% rated it low. Success here was partial.

(4) Representatives of the offices of the Superintendent of Oakland and San Francisco Unified School Districts participated in the conference, receiving and giving feedback with a focus on improving the desegregation efforts of all three participating school districts.

g. All in all, the collaborative sessions had a mixed reception. Attendance was a problem except when school staff attendance was compulsory. Nevertheless, there was agreement among the participants that the collaborative approach was a good one in general as well as for Berkeley. As time passed, the need for an alternative to the 2 x 2 Committee as the core structure of the collaborative dialogue was increasingly recognized.

Shortcomings

The project fell short in a number of respects as follows:

1. By design, the project did not involve the University of California leadership, either in the influential interviews or in the collaborative dialogue. It would have been an advan-

tage to have had the participation of the largest educational institution and employer in Berkeley.

2. The mobility study was concerned with the involvement of parents, general public, students, and staff in collaborative planning and decision making in all significant school and city matters. Yet, the project has not, thus far, developed the procedures and machinery to bring those "grass roots elements" into the collaborative dialogue on a continuing basis.
3. From its beginnings, the project focused almost exclusively on Black-White conditions and relations in school and community. Therefore, there are gaps in the data bank, the theoretical thrust, and the collaborative model design with regard to Asians, Chicanos and "Others."
4. The developing data bank requires additional information on private school enrollment over the years, similar data on transfers in and out of the District, by race, classroom racial composition of staff, employment and housing trends. There is need especially for a system to keep such data current in order to effectively monitor desegregation/resegregation.
5. The dialogues were limited to nine collaborative sessions, primarily devoted to dissemination and analysis of the 1977-78 report to NIE through small meetings, mini-conferences visitations. The need for more, continuing problem-solving

and planning sessions persists.

6. There will be turnover in decision making staff in 1979-80. The Superintendent and at least four top aides will be leaving the Berkeley public schools. The City Manager, who led the way toward city participation in the collaborative dialogue left his job this year. This unusual turnover must be taken into account as schools and city continue to develop the collaborative dialogue.

The Future Has Its Pitfalls

The prognosis for the project is uncertain, because of:

1. The increasing conservatism of our time in the Berkeley Unified School District, the Berkeley community, the state and the nation.
2. The continuing effects of the present limitations on local property tax revenues (Proposition 13), the threatened effects of new limitations on state and federal revenues, and the ultimate threat of a voucher system.

Transferability of the Model

Despite limitations, the collaborative dialogue was supported by an increasingly adequate data base. It looks to action and is applicable in every area where the Berkeley public schools and the city have common interests.

The Model Is Exportable

The continuing interest and participation of the Oakland and San Francisco Public Schools, the visitations by Pittsburgh,

Pennsylvania school officials, and the many requests from school districts, countrywide for information and advice, attest to its replication possibilities in school districts interested in or engaged in the process of desegregation, or faced by resegregation. The CDCD model and the overall project design could provide a leadership training process for top city/school district decision makers.

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FINAL 1978-79 REPORT TO NIE

BERKELEY UNIFIED SCHOOL DISTRICT
1978-79 NIE FINAL REPORT
APPENDICES

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Appendix C: 1978-79 Scope of Work: Need Statement, Excerpt from 1977-78 Report to NIE

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Appendix T: Second Quarter Dissemination Activities, 1978-79: Television, News Releases, Correspondence

ATTACHMENTS

ATTACHMENT A

Excerpts From B.U.S.D. Student Racial Censuses,
November, 1977 and November, 1978

Attachment A

STUDENT ENROLLMENT, K - 12, BY RACE, 1963-64 TO 1977-78

YEAR	White N	White %	Black N	Black %	Asian N	Asian %	Chicano N	Chicano %	Am. Indian N	Am. Indian %	All Others N	All Others %	TOTAL N
1963	8479	54.0	5847	37.3	1261	8.0	-	-	-	-	103	.7	15,690
1965	7740	49.6	6323	40.5	1324	8.5	-	-	-	-	211	1.4	15,598
1966	7872	50.3	6388	40.8	1233	7.9	-	-	-	-	165	1.1	15,658
1967	7806	50.0	6526	41.3	1165	7.4	-	-	-	-	197	1.2	15,784
1968	7183	46.2	6665	42.8	1167	7.5	527	3.4	-	-	19	.1	15,561
1969	6880	45.0	6660	43.5	1209	7.9	536	3.5	-	-	18	.1	15,303
1970	6549	43.4	6728	44.6	1294	8.6	503	3.3	-	-	18	.1	15,092
1971	6488	43.3	6673	44.5	951	6.3	576	3.8	-	-	203	2.0	14,985
1972	6479	44.6	6426	44.2	917	6.3	431	3.0	19	.1	252	1.7	14,524
1973	6338	44.7	6252	44.1	876	6.2	455	3.2	14	.1	248	1.7	14,183
1974	6198	44.9	6025	43.7	838	6.1	454	3.3	18	.1	264	1.9	13,797
1975	5816	45.1	5470	42.4	850	6.6	406	3.1	16	.1	347	2.7	12,905
1976	5420	44.6	5195	42.8	794	6.5	394	3.2	13	.1	326	2.7	12,142
1977	5180	45.0	4917	42.6	739	6.4	414	3.5	14	.1	258	2.2	11,531

STUDENT ENROLLMENT, YEAR PRIOR TO DESEGREGATION
COMPARED TO PRESENT YEAR FOR BLACK & WHITE STUDENTS

School	1967-68				1977-78			
	Black		White		Black		White	
	#	%	#	%	#	%	#	%
Columbus	588	79	137	18	135	38	199	54 *
Cragmont	100	13	611	81	121	41	156	51
Cragmont Primary (Tilden)	10	6	149	90	20	22	62	67
Emerson	56	14	312	80	161	47	158	46
Franklin	506	68	182	24	220	51	332	46 *
Franklin Primary	93	86	15	14	CLOSED			
Hillside	22	5	376	91	107	44	120	49
Hillside Primary (Grizzly Peak)	10	6	135	87	42	37	63	55
Jefferson	183	25	328	45	132	35	127	34
John Muir	30	6	443	91	115	50	106	46
Le Conte	182	36	263	52	177	54	124	38
Lincoln (Malcolm X)	695	97	11	1.5	225	51	195	44 *
Longfellow	750	89	54	6	378	51	286	39 *
Oxford	4	1	356	93	71	31	136	58
Thousand Oaks	63	10	513	85	151	33	207	45
Washington	272	32	265	41.5	128	30	221	53
Whittier	86	16	392	71	159	46	142	41

* 4-6 schools in 77-78. All schools above were K-6 in 1967-68.

JUNIOR HIGHS 1963-64								
	Black		White		Black		White	
	#	%	#	%	#	%	#	%
Willard	466	45.5	467	45.6	CLOSED			
Burbank (West Campus)	839	76.0	160	14.5	587	58.6	334	33.3
Garfield (King)	68	4.8	1202	85	411	42	447	45
HIGH SCHOOL 1967-68								
Berkeley High	1318	40	1592	49	1300	40	1541	47
East Campus	120	69	48	27	150	64	59	25
District Total	6526	41	7896	50	4917	43	5189	45

82/8
10/17/78

TABLE I

November 1978

Student Racial Census for Berkeley Unified School District, for Grades K-12, with Number (N) and Percent (%) of Students by Racial Subgroups at each Grade Level.

	White		Black		Asian		Chicano		Am. Indian		All Others		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N
K	292	42	318	46	34	5	41	6	0	0	4	.6	689
1	313	42	325	44	48	7	41	6	3	.4	7	.8	737
2	360	47	314	41	51	7	39	5	3	.4	3	.4	770
3	480	53	338	37	42	5	36	4	4	.4	7	.7	907
K-3	1445	47	1295	42	175	6	157	5	10	.3	21	.7	3103
4	365	47	333	43	43	6	37	5	0	0	2	.3	780
5	351	49	295	41	45	6	23	3	0	0	5	.7	719
6	344	47	306	42	42	6	29	4	1	.1	3	.4	725
4-6	1060	48	934	42	130	6	89	4	1	.1	10	.5	2224
K-6	2505	47	2229	42	305	6	246	5	11	.2	31	.6	5327
7	409	47	381	44	37	4	32	4	3	.4	4	.5	866
8	347	41	443	52	32	4	16	2	2	.2	12	1	852
7-8	756	44	824	48	69	4	48	3	5	.3	16	.9	1718
9	437	43	474	47	57	6	44	4	0	0	5	.5	1017
10	468	45	475	45	59	6	35	3	1	.1	8	.8	1046
11	450	45	430	43	81	8	29	3	0	0	5	.5	995
12	363	49	287	39	70	9	10	1	1	.1	7	1	738
10-12	1281	46	1192	43	210	8	74	3	2	.1	20	.7	2779
9-12	1718	45	1666	44	267	7	118	3	2	.1	25	.7	3798
7-12	2474	45	2490	45	336	6	166	3	7	.1	41	.7	5514
K-12	4979	46	4719	43	641	6	412	4	18	.2	72	.7	10841
Off-site Sp. Ed.	13	27	33	69	1	2	1	2	0	0	0	0	48
DISTRICT TOTAL	4992	46	4752	44	642	6	413	4	18	.2	72	.7	10889

3B3/2 - 12/7/78

ATTACHMENT B

Excerpts from B.U.S.D. 1976-77 Report of Standardized Achievement Test Results: East Bay Independent and Gazette, Wilson Defends Desegregation Benefits, January 10, 1979, page 1

Attachment B

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Research and Evaluation

1976-77 REPORT OF STANDARDIZED ACHIEVEMENT TESTS RESULTS

Berkeley Unified School District administers the Comprehensive Tests of Basic Skills to all students enrolled in grades Kindergarten through nine and to students enrolled in basic skills classes in grades ten through twelve. The remaining high school students are offered the Cooperative English and Mathematics Series. Students enrolled in self-contained classes for the mentally retarded and physically handicapped are exempt from testing. While students enrolled in learning disability programs participate in the testing program, their scores are not averaged in with the remainder of the district.

In May 1977, standardized tests were administered to 9,639 or 83% of the students throughout the district. Table I reflects number of students enrolled, number tested, percent tested by grade level and by test.

Table I

Grade	Enrolled 5/20/77	CTBS Reading	Cooperative English	% Tested
K	925	856		93
1	1012	957		95
2	971	889		92
3	826	771		93
4	807	750		93
5	791	720		91
6	806	758		94
7	901	785		87
8	941	878		93
9	1045	745		71
10	960	245	484	76
11	990	264	448	72

Language: Kindergarten through eighth grade scored above the national norm in Total Language. Ninth grade students who took the R4 scored at the 33rd percentile while ninth graders in selected classes at Berkeley High scored at the 80th percentile on the S4.

Mathematics: Students in grades Kindergarten through eighth obtained average scores above the national norm. Kindergarten, first and second grade scored above the 70th percentile. Ninth grade students scored below the norm at the 35th percentile.

Discussion: Students in grades Kindergarten through eight, except for second grade reading, scored above the national norm in Reading, Language and Math. At ninth grade, the average test scores fell below the national norm in all three areas on Form R, Level 4 of the test. Students in selected classrooms who took Form S, Level 4 scored above the national norm in the upper quartiles in reading and language. Scores for ninth grade mathematics were not reported in this table in that these students did not take the CTBS Math Test but most likely took the appropriate subject area test in the Cooperative Mathematic Series.

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Research & Evaluation

Mean Grade Equivalent (G.E.), Mean National Percentiles (%iles) and Number of Students Tested (N). Comprehensive Tests of Basic Skills by Grade Level, Racial Subgroups and Total District.

READING Grades 1-8, May 1977

Grade Level	WHITE			BLACK			ASIAN			CHICANO			TOTAL GROUP		
	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N
1	2.0	70	477	1.3	51	128	1.3	56	43	1.8	56	23	1.8	61	893
2	3.1	61	394	2.3	39	125	2.8	54	49	2.5	54	22	2.6	49	828
3	5.1	77	379	3.5	45	258	4.7	73	46	3.9	36	17	4.3	64	725
4	6.3	75	324	4.0	38	254	5.2	58	44	3.7	31	20	4.8	52	664
5	8.1	79	271	5.0	37	283	6.9	66	49	5.1	35	24	6.3	58	638
6	8.7	74	276	5.7	38	297	7.7	62	42	5.6	37	18	7.1	55	656
7	10.5	80	381	6.8	40	310	9.5	69	39	8.0	53	24	8.7	61	785
8	11.5	81	417	7.1	32	383	10.7	73	50	8.1	40	21	9.0	53	878

BK:t

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Research & Evaluation

Mean Grade Equivalent (G.E.), Mean National Percentiles (%iles) and Number of Students Tested (N). Comprehensive Tests of Basic Skills by Grade Level, Racial Subgroups and Total District.

LANGUAGE Grades 1-8, May 1977

Grade Level	WHITE			BLACK			ASIAN			CHICANO			TOTAL GROUP		
	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N
1	2.3	78	474	1.5	41	131	1.5	37	42	1.7	46	23	1.8	60	897
2	3.2	95	395	2.5	39	124	2.9	58	49	2.7	50	33	2.8	62	824
3	4.9	68	379	3.3	40	260	5.2	72	46	3.8	31	16	4.1	57	726
4	5.8	72	324	3.6	33	254	5.5	53	44	3.5	32	20	4.8	51	667
5	8.2	72	271	4.4	32	283	8.2	72	49	3.8	24	24	6.3	55	635
6	9.0	77	278	5.2	35	297	9.0	77	42	5.5	39	18	7.2	55	661
7	10.4	77	379	6.1	38	309	10.1	72	49	8.0	53	24	8.5	58	786
8	11.1	77	418	6.4	33	389	11.4	79	50	6.9	37	21	9.0	53	887

BK:t

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Research & Evaluation

Mean Grade Equivalent (G.E.), Mean National Percentiles (%iles) and Number of Students Tested (N). Comprehensive Tests of Basic Skills by Grade Level, Racial Subgroups and Total District.

ARITHMETIC Grades 1-8, May 1977

Grade Level	WHITE			BLACK			ASIAN			CHICANO			TOTAL GROUP		
	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N
1	2.3	82	473	1.9	64	332	2.2	78	43	2.1	79	28	2.1	75	903
2	3.3	80	402	2.7	50	332	3.3	80	50	2.9	65	37	3.0	68	849
3	4.6	70	381	3.4	40	281	5.0	79	46	3.7	50	16	4.0	58	729
4	5.5	72	324	3.9	35	284	5.5	72	44	3.9	34	20	4.7	51	687
5	7.7	80	271	5.3	40	283	8.0	84	49	6.7	67	24	6.3	60	616
6	8.2	72	278	5.9	19	256	9.3	83	42	6.8	53	18	6.9	54	559
7	9.9	80	282	7.2	42	309	10.2	93	49	8.4	60	22	8.9	66	784
8	10.3	75	421	7.6	37	260	11.5	91	50	8.2	45	19	9.0	55	879

BM:c

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Research & Evaluation

Comparison of Mean READING SCORES (G.E.) and Mean NATIONAL PERCENTILES (%iles) Made by First Graders 1967 through 1977, by Racial Subgroups and Total District with Number of Students (N) for Each Group.

Norm: 1.8

Test	Year	WHITE			BLACK			ASIAN			CHICANO			TOTAL GROUP		
		Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N	Mean G.E.	Mean %ile	N
SAT	1967	1.9	50	627	1.6	14	518	2.0	58	83	1.6	14	22	1.8	38	1348
	1968	1.9	50	432	1.6	14	474	2.0	58	56	1.6	14	18	1.7	24	1215
	1969	1.8	38	570	1.6	14	517	1.8	38	95	1.6	14	33	1.7	24	1250
CPT	1970	2.2	81	518	1.8	51	495	2.3	85	54	1.8	51	41	2.0	70	1255
	1971	2.3	85	533	1.9	62	497	2.4	87	69	1.9	62	48	2.1	76	1165
	1972	2.3	85	516	1.9	62	508	2.7	92	44	2.1	76	27	2.1	76	1120
	1973	2.4	87	516	1.8	51	461	2.3	85	52	1.8	51	30	2.1	76	1075
	1974	2.5	90	489	1.9	62	379	2.1	87	51	1.8	51	21	2.2	81	967
CTBS SR	1975	1.9	65	483	1.8	56	368	2.0	71	42	1.8	56	25	1.8	56	941
	1976	1.9	65	508	1.7	45	383	1.9	65	55	1.8	56	31	1.8	59	981
	1977	2.0	70	471	1.8	51	328	1.8	56	43	1.8	56	23	1.8	61	893

SAT - Stanford Achievement Test
CPT - Cooperative Primary Test
CTBS - Comprehensive Tests of Basic Skills

SAT, CPT and CTBS scores are not comparable since these tests did not have a common norming group.

BM:c

Wilson defends desegregation benefits

Ed. Body Independent and Gazette, 11/20/79, Page 1

By NORMAN COLBY

BERKELEY — Black students' test scores improved substantially during the past 10 years of school desegregation, although whites' scores improved faster, according to Supt. Laval Wilson.

Wilson told the school board Wednesday night that a massive three-year report under current study does not say that desegregation has failed to help black students from an educational standpoint, as indicated by some media coverage of the report.

The $90,000 report, financed by the National Institute of Education, recommends realignment of individual school boundaries to reverse a trend toward racial "resegregation." It also recommends that any necessary future staff layoffs be made on some other basis than "last hired, first fired," which hurts minorities.

Regarding media coverage that indicated desegregation is not helping minorities' education, Wilson said: "The test scores of minority and majority students are both going up, although there is still a disparity between them."

He offered as a typical example the Comprehensive Test of Basic Skills results for fifth-grade reading classes. Wilson said they show that black fifth graders have improved, moving up from a 4.4-year level 10 years ago to 5.1 this year. "This is a seven-month growth and is substantial," he said.

However, Berkeley's white students have done even better in reading. The fifth-grade whites moved up from the 6.9-year level 10 years ago to 7.9 this year, Wilson said.

The statewide norm has been 5.8 for fifth graders since the tests are taken in the eighth month of the fifth school year.

"While test scores are falling across the country and elsewhere in California, they are improving for both black and white students in Berkeley," Wilson said.

"However," he added, "We have never believed that the success or failure of desegregation can be judged upon the rise or fall of test scores."

Students of high socio-economic status tend to have high test scores, while low socio-economic students tend to score in the lower ranges, a school staff member indicated.

Since blacks generally are of lower socio-economic status, as determined by their parents' occupations, this disadvantage may explain the lower test scores, board member Carroll Williams indicated.

Wilson promised the board he will make recommendations for realigning individual school boundaries "this year" in response to the report's main recommendation. He told the I-G he hopes the plan will be ready by next March.

Earlier plans for rezoning schools were delayed by the possibility that one or more local school would have to be closed due to declining enrollment. No school closing are being considered at present.

All board members present commented favorably on the report.

* * *

MSG: The mind connection

See story Page 10

ATTACHMENT C

Excerpts from BUSD 1977-78 Report to NIE: Selected major Findings From Highlights of Influential Survey/Questionnaire Study

ATTACHMENT C

Excerpts from BUSD 1977-78 Report to NIE: Selected Major Findings from Highlights of Infulential Survey/ Questionnaire Study.

MAJOR FINDINGS

For convenience of the reader, the following is a list of the major findings. The reader is referred to the body of the report in Appendix I for a more detailed presentation. The following section summarizes the findings from items in the School Survey, the City Survey, and the combined School/City Survey.

A. SCHOOL SURVEY FINDINGS

Survey Question: *What is the level of knowledge regarding programs which may affect school desegregation?*

1. On the Knowledge Scale, the results from 70 respondents indicated that half of them felt that they had a "moderate" level of knowledge regarding school programs related to school desegregation. Only 12.9% of the sample felt they had a "high" level of knowledge, whereas 37.1% reported that they had "no" or "little" knowledge.
2. There was a highly significant relationship between the level of knowledge regarding the listed school programs and the number of years of experience; the respondents with more experience reported significantly greater knowledge than those with less experience.
3. On the basis of ethnicity, the group with the largest percentage in the "high" level of knowledge on listed school programs were the Black respondents (i.e., 55.6% of the respondents at the "high Level" were Black). More than half

of the Asian respondents reported a "moderate" level of knowledge and Chicano respondents indicated "little" knowledge.

4. On the basis of job category, the Board of Education respondents (n=2) indicated "little" knowledge of listed school programs, Central Administration respondents were scattered in their responses with 38.5% (n=5) reporting "little or no" knowledge and 61.6% (n=8) reporting "moderate or strong" knowledge. A majority of the Principals (73%, n=11) and Vice Principals (87.5%, n=7) indicated "moderate" knowledge of programs.
5. In terms of the relationship of the Curriculum subscale with years of experience, all groups tended to cluster in the "little" to "moderate" knowledge levels.
6. The comparison of the Curriculum subscale with ethnicity showed that 33% (n=4) of Asians, 22% (n=4) of Blacks and 6% (n=2) of Whites indicated a "high" level of knowledge. The largest number of respondents in all these groups indicated a "moderate" level of knowledge of the curriculum content area.
7. There was a significant relationship between the scores on the Evaluation subscale and years of experience; the respondents with more years of experience indicated greater knowledge of the assessment and evaluation items in the subscale.
8. In terms of ethnicity relating to the Evaluation subscale, 61% (n=11) of Black respondents indicated a "high" level of knowledge in this area. Most of the other minority groups

tended to cluster in the "moderate" level. The White respondents were spread out with 28 - 29% in each of the three categories of "little," "moderate" and "high" levels of knowledge.

9. There was a significant relationship ($p<.001$) between the Grouping Subscale and number of years of experience; those with more experience had greater knowledge of grouping.
10. In terms of ethnicity related to the Grouping Subscale, most of the groups indicated they have "moderate" knowledge levels, but Blacks tended toward a "high" level of knowledge. 83.0% (n=10) of Black respondents have "moderate" or "high" levels as compared to 63% (n=22) for Whites, 69% (n=9) for Asians in these same two levels.
11. The Special Programs subscale was strongly related to years of experience. For those with 5 years or less of experience more than 75% of the group indicated "little" knowledge whereas about half of those with 5 or more years indicated "moderate" knowledge, and 12% indicated "strong" knowledge.
12. The Special Program subscale was somewhat related to ethnicity with almost all the groups clustered at "moderate" levels. The exceptions were the 2 Chicano respondents, who indicated "no" or "little" knowledge.
13. The In-service Training subscale was related to years of experience, with none of the respondents with fewer than 5 years indicating "strong" knowledge as compared to 24-27% of those with more than 5 years who were in the "high" knowledge category.

14. The comparison of In-service Training subscale with ethnicity indicated that about half of the White group reported "moderate" knowledge of these items. Sizable groups of Asians (31%, n=4) and Blacks (39%, n=7) indicated "high" level of knowledge as compared to 11% (n=4) of the White group at this same level.

15. The Affirmative Action subscale showed little difference with number of years of experience. In terms of the relationship of the Affirmative Action subscale to ethnicity, more than 60% of the different ethnic groups reported a "high" level of knowledge. The exceptions were the 2 Chicano respondents who indicated "little" or "no" knowledge in this area.

Survey Question: *What is the level of implementation of these same programs, as perceived by respondents?*

1. The total sample responses on the implementation of the programs related to desegregation indicated that, in general, "little" or "no" implementation has taken place. However, there is an increase in percentages of respondents shifting from "no" to "little" implementation with an increase in years of experience.

2. The analyses by ethnicity confirm this above pattern. 100% (n=12) of the Asians see "little" implementation, the Chicanos see "no" implementation and all other groups indicated "no" or "little" implementation.

3. The analyses of the subscales indicated a more differentiated pattern with a high percentage of respondents at all

levels of experience indicating that they saw "little" or "moderate" implementation of subscales 1, 2, 3, 7, 4 (see earlier descriptions of subscales). This is somewhat better than the "little" or "no" responses on the total Implementation Scales reported in item 1 above.

4. On the In-service Training subscale, a high percentage of respondents with 1 - 5 years of experience saw "little" or "no" implementation whereas those with 5 - 15 years of experience indicated there was "little" to "moderate" implementation.

5. On the Affirmative Action subscale, a high percentage of respondents with 5 or less years of experience indicated "little" or "no" implementation. More than half of those with 5 - 10 years rated it as having "little" implementation. Respondents with 10 or more years were distributed among "none," "little" and "moderate."

6 In terms of ethnicity related to the subscales, all ethnic groups generally rated subscales 1, 2, 6, 4 as having "little" to "moderate" implementation.

7. On the Grouping subscales, Asians and Blacks indicated "little" to "moderate" implementation and Chicanos rates it as having "little" or "no" implementation. White respondents spread out across the levels, with a tendency to choose "little" implementation.

8. On the Affirmative Action subscale, the Asians rated it as having "moderate" or "high" implementation. All other groups used "no," "little" and "moderate" ratings, with an emphasis on "little" implementation.

9. The analyses comparing implementation at the district vs. school level showed a difference between groups with varying years of experience. Those with 10 - 15 years indicated a higher level of implementation at the district level than at the school level. In contrast, those with 1 year or less indicated the reverse.

10. The comparisons of Job Categories indicated that Central Administration tended to see more implementation at the district level, and the Principals indicated more implementation at the school level as compared to the district.

Survey Question: *What are some reasons which may be related to problems in implementing desegregation plans and programs?*

1. On the Implementation Problems scale, there was a U-shaped distribution of responses from respondents with varying years of experience. Both respondents with the fewest years of experience (0 - 5 years) and the most years of experience (10 or more years) showed "some disagreement" with the reasons presented. Those in the 5 - 10 years range indicated "some agreement" with the reasons given.

2. On the individual item analyses, a sizable number (10 or more) of respondents indicated strong agreement on the following items:

   a. "We lack an adequate budget to do the job."
   b. "We depend too much on outside experts."
   c. "The district's priorities in balancing the budget ignore maintaining the minority staff."

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   a. "We lack an adequate budget to do the job."

   b. "We depend too much on outside experts."

   c. "The district's priorities in balancing the budget ignore maintaining the minority staff."

g. "The State law on firing prevents affirmative staffing."

i. "There is a general decline of interest in desegregation in the community."

l. "There is a lack of accountability for desegregation efforts on the part of:

(1) School Board

(2) Cabinet

(4) Teachers

(5) Parents

m. "Some school staff have a laissez faire attitude and don't want to make the effort."

3. Item "i" which stated that desegregation was not being implemented because of a general decline of interest in desegregation in the community was further analyzed by job categories. The results showed a difference between Administration and Community Representatives. 69.3% (n=9) of the Central Administration respondents indicated "some" or "strong" agreement with this reason. Among Chairpersons of Committees and Community Organizations, 43.8% (n=7) indicated "some" agreement and 50% (n=8) indicated "some or strong" disagreement with this statement.

4. The item on the "lack of accountability for desegregation efforts" on the part of different groups of school staff was analyzed by job categories. On the lack of accountability on the part of the School Board, sizable numbers (more than 30%) of all groups, with the exception of respondents from the School Board, Vice Principals, and School Site Council, indicated "strong agreement" with this statement.

5. On the lack of accountability on the part of the Cabinet, a fair number (20% or more) of Off-site Administrators/ Chairpersons indicated "strong agreement" with this reason. Almost all the groups (exception: Presidents of Organizations), however, had sizable percentages (30% or more) who indicated "some" or "strong" agreement.
6. On the lack of accountability on the part of Principals, 33% of Community Chairpersons indicated "strong" agreement. With the exception of Principals and Presidents of Organizations, all other groups had sizable percentages (more than 35%) who indicated "some" or "strong" agreement.
7. On the lack of accountability on the part of Teachers, a fair percentage (20% or more) of Central Administration, Off-site Administrators and Community Chairpersons indicated "strong" agreement. Large percentages (50% or more) of the School Board, Vice Prinicpals, and Other Administrators indicated "some" agreement with this reason.
8. On the lack of accountability on the part of parents, a fair percentage (25% or more) of Central Administrators and Off-site Administrators indicated "strong" agreement. With the exception of Community Chairpersons, Presidents of Organizations and School Site Council, sizable numbers (30% or more) of all other groups indicated "some" agreement with this statement.

Survey Question: *What is the impact of school practices on the desegregation effort?*

1. The study of the relationship of the School Practices scale with ethnicity showed that all ethnic groups had sizable

percentages (more than 35%) of respondents who indicated that school practices "strongly encourage" segregation. More than 50% of all groups indicated that practices "strongly or somewhat" encourage segregation.

2. When the effect of school practices is viewed by respondents with varying years of experience, a sizable group (more than 35%) of all groups (with one exception) indicated that practices "somewhat" encourage segregation. The exception was the 5 - 10 year group in which almost 65% indicated that there was "no effect" from practices.

Survey Question: *What are some reasons for the relatively high percentage of Black students at the Continuation School?*

1. There was a poor rate of responses on this question. The sample size ranged from 44 - 56 on the 6 items out of a total sample of 70. The pattern of low response rate was shown by all ethnic groups.
2. On the item that Continuation School "is good for Black kids because it keeps them in school," 42% of the White respondents indicated "some" agreement. A large percentage (more than 40%) of Asians and Blacks "strongly" disagreed with this reason.
3. On the item describing the school as "a prison where rehabilitation is supposed to happen, but doesn't," none of the Whites strongly agreed with this statement. A fair percentage of the other groups (20% or more) indicated strong agreement with the statement.

4. On the item that "referrals have been very discriminatory against Black kids," a high proportion (66%) of the Black respondents indicated "some or strong" agreement with the statement. A similar percentage (66.7%) of White respondents indicated the opposite responses with "some or strong" disagreement. Asian respondents were split in their reactions.
5. The results on the subscale of negative items showed that about two-thirds of the survey sample "somewhat or strongly" agreed that Continuation School is a prejudicial situation.
6. The Survey Sample results on the positive subscale of items showed mixed results with 38.6% indicating "some or strong" agreement that there are positive reasons for sending students to Continuation School and 48.6% indicating "some or strong" disagreement.
7. There was a fairly strong relationship between years of experience and the ability to agree with "positive reasons" and to disagree with "negative reasons." That is, the respondents with more years of experience tended to agree with the positive reasons and to disagree with the negative reasons. The respondents with 5 or fewer years tended to cluster in the opposite direction.

B. CITY SURVEY FINDINGS

Survey Question: *What is the level of knowledge regarding city programs which may affect school desegregation?*

1. More than 60% of the total sample indicated a "moderate" level of knowledge of the programs listed and 20.8% indicated "little" familiarity.

2. In terms of knowledge of programs as related to ethnicity, a high proportion of respondents in all ethnic groups in the study (Asian, Black, and White) reported a "moderate" level of knowledge.
3. The study of the relationship between level of knowledge and job categories showed that the respondents on the City Council indicated "strong familiarity." Most of the City Manager's office and other City Personnel indicated a "moderate" level of knowledge. The Chairpersons group varied widely from little familiarity (n=3) and moderate familiarity (n=2) to strong familiarity (n=1).

Survey Question: *What is the perceived level of implementation of the same city programs?*

1. Respondents at all levels of experience tended to see "moderate" implementation occurring. There was some divergence in persons with less experience, but as the experience level rose, there was increasing agreement. Thus, those with 10 or more years unanimously indicated "moderate" implementation.
2. In terms of the relationship of ethnicity to implementation, 50% or more of all three groups involved indicated that the implementation level is "moderate." In the Black and White groups, there was one person who indicated that there is "no" implementation.
3. The relationship of job categories to implementation showed a difference between City and Community representatives. A high proportion (more than 75%) of the former group

indicated that there was a "moderate or strong" level of implementation. In contrast two-thirds of the Chairpersons felt there is "little or no" implementation of city programs related to desegregation efforts.

4. There was a significant relationship between the knowledge and implementation scales. Respondents with "little" knowledge of the city programs reported "no or little" implementation. The respondents with "moderate or strong" levels of knowledge clustered their responses in the "moderate or strong" implementation ratings.

Survey Question: *What are some reasons affecting the implementation of city programs related to school desegregation?*

1. On the item regarding the "lack of an adequate budget," 22 out of the total sample of 24 did not respond.
2. The responses on the "lack of commitment in city government" were evenly divided between those who agreed to those who disagreed.
3. The item stating that "there is a lack of meaningful dialogue" elicited strong disagreement from more than half the respondents.
4. Almost half of the group (n=11) indicated that, "department heads use ways to drag out acting on these projects."
5. The item stating that federal legislation is in conflict with local "policies" elicited 12 answers of "don't know."
6. Two-thirds of the respondents (n=16) indicated some agreement with the view that "We have no responsibility for the implementation of desegregation in the schools."

5. In terms of achievement levels of Black children, sizable percentages of respondents reported that those who leave are "higher" (46.9%, n=30) or the "same" (42.2%, n=27).
6. A sizable percentage of respondents reported that the achievement level of White children who leave vs. those who stay is "the same" (57.8%. n=37) or "higher" (40.6%. m=26).
7. The achievement level of other minority children who leave vs. those who stay was perceived by a large group of respondents as the same (55.2%, n=32) or "higher" (37.2%, n=22).

Survey Question: *What is the perceived general direction of Berkeley's school desegregation program during the next ten years? What are some reasons for this direction?*

1. The general direction in the future was perceived by respondents in these ways:
   a. Toward resegregation = 37.9% (n=33)
   b. Toward integration = 27.6% (n=24)
   c. No change = 34.5% (n=30)
2. The comparison of general direction choices and number of years of experience shows that with increasing experience, there is a shift from integration to resegregation. Respondents with 1 - 5 years showed a 3:5 ratio in favor of integration whereas those with 15 years or more showed 11:8 ratio in favor of resegregation.
3. In terms of the relationship between ethnicity and choice of direction, Asians (61.5%, n=8) and Chicanos (100%, n=2)

tend to see no change. Blacks tend to see segregation (55%, n=11) and Other Minorities agree (100%, n=2). The Whites tend to distribute evenly with about one-third of their group in each of the 3 directions.

4. The relationship of Job Categories with perceived Direction indicated that resegregation was indicated by large groups (50 or more %) of Off-site Administrators and City Council, Other On-site Administrators, Committee Chairpersons, Presidents of Organizations (n=1), and School Site Council members. More than 40% of the remaining groups (e.g., Central Administrators, Principals, Vice Principals, etc.) all saw "no change."
5. The findings on the major reasons for the direction toward resegregation may be summarized by saying that negative Administrative Practices and negative Economic Trends were seen as major problems resulting in a long-term movement toward resegregation.
6. Other reasons given for a trend toward resegregation were negative Testing and Teaching Practices, negative Community and Parent Attitudes and Support; and Social Factors that are beyond the control of the school.
7. Respondents indicating "no change" over the next 10 years tended to emphasize negative Administrative Practices and Testing and Teaching practices as retardants to desegregation.
8. Respondents indicating "integration" over the next 10 years reported that positive Community and Parent Attitudes and Support and positive Teaching and Testing were the most

important factors in aiding the long-term move toward integration.

9. The analysis of Reasons for resegregation by ethnicity showed that Asian, Chicano and Other Minority respondents emphasized Economic Trends and External Social Factors beyond the control of the school and felt that there was positive community and parent support. Blacks cited negative community and parent support as primary reasons for resegregation. Whites cites negative District Administrative Practices as the primary reasons. Blacks and Other Minorities also cited this as a fairly important reason.

10. In looking at reasons for "no change," all groups emphasized negative Testing and Teaching Practices and negative Administrative Practices as reasons for predicting no change in desegregation.

11. In terms of long-term trends toward integration, Asian, Chicano, and Other Minority cited Student Experiences due to current desegregation practices as being an important reason for long-term integration. Other groups predicted integration in spite of negative factors: Blacks and Whites indicated negative community and parent support is a problem; Whites also cited Economic Trends as an obstacle to integration.

Survey Question: *What are some recommendations for action to further the goals of school desegregation?*

This question was studied by asking respondents to list 3 recommendations in order of priority. Many respondents did not give all three answers; e.g., only 51 responses were given for the third recommendation. The results were as follows:

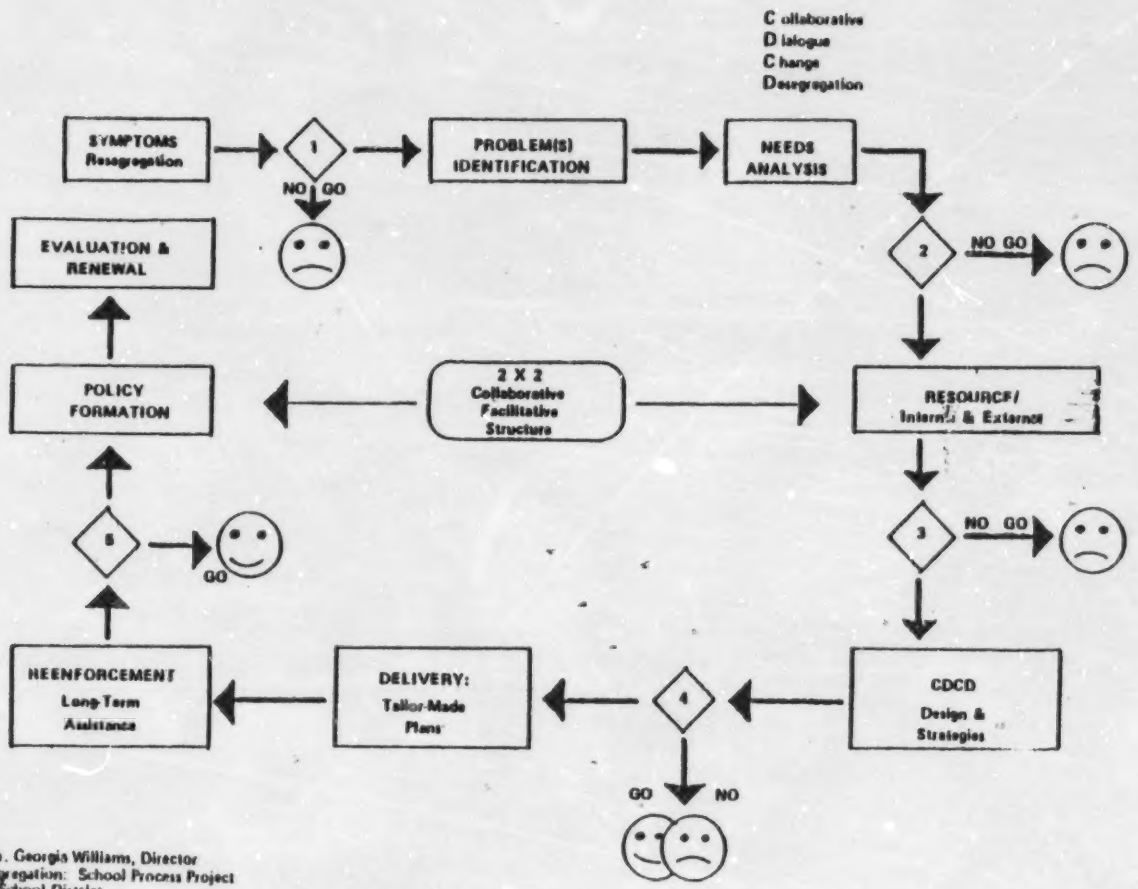
1. The strongest trend throughout all three recommendations focused on the areas of Instructional Practices (n=58), Administration (n=39) and Personnel Practices (n=26). Other areas also recommended for future study were in Parent/Community education (n=15), Staff (n=14), and Housing (n=14).
2. The analysis of recommendations by number of years of experience showed a marked difference in both quantitative and qualitative terms. The more experienced gave many more recommendations (embedded in the three items requested). They also gave much more emphasis on the importance of Instructional Practices and other areas including Personnel Practices, Staff, District Planning and Parent/Community involvement.
3. The analysis of Recommendations by ethnicity showed a similar pattern. The highest priority of Asians, Blacks, Chicano and Whites was in the area of Instructional Practices. The second highest priority for Asians, Blacks and Whites was in Administration. The Other Minority sample indicated Personnel Practices as first and Instructional Practices as second in priority.

ATTACHMENT D

Excerpts from Chapter 5, 1977-78 Report to NIE:
Collaborative Dialogue For Change in Desegregation --
A Framework Chart

COLLABORATIVE DIALOGUE FOR CHANGE IN DESEGREGATION

Desegregation Trait: Overview



Developed by: Dr. Georgia Williams, Director
NIE-School Resegregation: School Process Project
Berkeley Unified School District

July 1978

Attachment D

ATTACHMENT E

Excerpts from 1978-79 Quarterly Reports to NIE

ATTACHMENT E
Excerpts from 1978-79 Quarterly Reports to NIE.

Item 4. The 2 x 2 Committee should serve as the collaborative structure in the desegregation process.

Comments:

A substantial number (79%, N=11) of the respondents indicated that they "strongly agree" or "agree" with item four. There was disagreement from only two (14%, N=2) respondents and only one (7%, N=1) non-response.

Item 5. Can you suggest an alternative collaborative structure in the desegregation process.

Comments:

There were only six (6) out of the total sample of 14 responding to Item 5. The respondents suggestions were: "school board and city council;" "go directly to the community;" "respresentatives of community groups for input;" "representatives appointed by Board, City Manager, Superintendent, and City Council." It is interesting to note that the above suggestions for an alternative collaborative structure included school board and city council, which is the present 2 x 2 Committee structure.

An assessment of the effectiveness of this session in relationship to project objectives is outlined in Table A, which follows.

EFFECTIVENESS OF COLLABORATION SESSION IV
IN RELATIONSHIP TO PROJECT OBJECTIVES:

TABLE A

Objectives	Evidence in Progress in Achieving Objectives
1. To increase the city and district decision makers general understanding and knowledge of the BUSD desegregation/resegregation process through formal presentation of the major findings fo the 1977-78 NIE Final Report	(yes) A sizeable proportion of respondents indicated that the findings had been clarified. There is, however, a need for follow-up dissemination activities
2. To provide a collaborative model which will be effective in maintaining the process of desegregation activities in BUSD	(yes) 64% of the Respondents indicated that city officials are responsible for the problems of desegregation schools and that the 2 x Committee should serve as the collaborative structure in the desegregation process.
3. To develop the interest of Oakland and San Francisco Unified School Districts in cooperating with Berkeley City and school officials in implementing effective desegregation plans.	(yes) Representatives of the offices o Superintendent from Oakland and San Francisco attended the BUSD' Desegregation conference.

Item 4. The 2 x 2 Committee should serve as the collaborative structure in the desegregation process.

Comments:

A substantial number (71%, N=5) of the respondents indicated that they "strongly agree" or "agree" with Item 4. There was disagreement from only three (14%, N=3) respondents while five respondents offered no response on this item.

Item 5: Can you suggest an alternative collaborative structure?

Comments:

There were only 7 out of the total sample of 21 responding to Item 5. The respondents suggestions were: "state and federal types be added to the 2 x 2 Committee;" "utilize the dissemination of information process." It was also suggested that "desegregation was primarily a school district problem because the city has no experience nor commitment." "Provide faculty input," "City of Berkeley Master Plan group jointly appointed," and "a 2 x 2 or 4 x 4 middle management structure" were also suggested.

An assessment of the effectiveness of this session in relationship to project objectives is outlined in Table B, which follows.

EFFECTIVENESS OF COLLABORATION SESSION V

TO PROJECT OBJECTIVES:

TABLE B

Objectives	Evidence of Progress in Achieving Objectives
1. To increase the City and district decision makers general understanding and knowledge of the BUSD desegregation/resegregation process through formal presentation of the major findings of the 1977-78 NIE Final Report.	(yes) Half of the respondents indicated that the session provided "a greal deal" of clarity. There is, however, a need for more dissemination sessions.
2. To provide a collaborative model which will be effective in maintaining the progress of desegregation activities in BUSD.	(yes) Since several respondents indicated that city officials are responsible for the problems of desegregation in schools, and also that the 2 x 2 Committee should serve as the collaborative structure in the desegregation process.

Summary of Feedback Forms for Session V

At the close of the meeting, feedback forms were distributed to participants. There were a total of twenty-one (21) participants responding to the same five items on the feedback form, which was also used for Session IV. (See Appendix H) The results are as follows:

Item 1. This analysis session clarified the major findings of the Desegregation/Resegregation study.

Comments:

In response to Item 1, a small number of the respondents indicated that the findings had been clarified "a great deal," (24%, N=5) while a sizable number (71%, N=15) indicated "somewhat." There was only one non-response to this item.

Item 2. One finding in the report indicated that city officials have no responsibiltiy for the problems of desegregation in schools.

Comments:

A substantial number (81%, N=17) of the respondents indicated that they "strongly disagree" or "disagree" with Item 2. There were only a small number (19%, N=4) of the respondents who indicated "strongly agree" or "agree" with this item.

Item 3. Please check the three (3) areas which should be given first priority for follow-up activities. Indicate areas you believe your department may be able to impact.

Thirteen "recommended need areas" came forth in the 1977-78 report. These areas, plus a space for "other," were listed for respondents to select the three areas which they felt 1) should be given first priority for follow-up, and 2) which areas their department or position may be able to impact. The results are indicated in the following tables:

Also during this first quarter the NIE staff disseminated the 1977-78 findings to other districts and collaborated with other school officials on the replicability of BUSD's desegregation plan.

Collaboration Session VI: (Other Districts)

Representatives from Pittsburgh, Pennsylvania, visited the Berkeley Unified School District on September 21-22 to observe school desegregation in action. Evelyn Neiser, 1st vice president of the Pittsburgh Board of Education; Daniel Belisario, principal of Langley High School in Pittsburgh; and William Fisher, principal of Pittsburgh's Allderdice High School, visited several Berkeley schools and met with district officials during their stay.

Ms. Neiser noted Berkeley's community participation in all levels of school district affairs. "I'm impressed not only with the community participation in the more spectacular areas like desegregation, but in the more mundane, day-to-day affairs, as well," she said.

"Berkeley is considered a leader in education and in desegregation in particular," said Belisario. The visit had been planned, he said, to look at gains made in desegregation. He emphasized that they had acquired many insights by observing Berkeley's program.

"Berkeley has proven what can be done," added Fisher. The Pittsburgh Public School District, consisting of 105 schools and over 53,000 students, has yet to desegregate, but is looking at various programs across the country for guidance. Since Berkeley desegregated successfully in 1968, the district was chosen by the Pittsburgh visitors as a possible model.

On the recommendation of these visitors, Dr. John Conley, Pittsburgh Board of Education member, and Paul Williams, Director of Minority Affairs for the Pittsburgh school district, made a second visit September 28-29 to observe Berkeley schools.

"One of the insights that our visit provided," said Williams, "was an understanding as to why the Berkeley Unified School District has developed a reputation as a progressive and innovative educational system. Your voluntary desegregation program and your recognition that sexism is as detrimental as racism to the personal growth of children are a fine example for all of the school districts in the country." (See Appendix I - Pittsburgh Visit)

Attendance Strategies and Implications for Future Planning

Judging from the response from project participants during the first quarter of the project period, the dissemination sessions were successful. The consensus of the group indicates that there is agreement on the Collaborative approach (school and city) as the desirable strategy to address the concerns of desegregation/resegregation not only in Berkeley but in general. There is, however, an

area of major concern. More specifically, there appears to be no agreement on the part of the 2 x 2 Committee itself that this should be the major structure for collaboration although the group continues to cooperate with the NIE staff.

Another major concern is the attendance at Collaboration Sessions. Because of the need to obtain input/feedback from all project participants, there was a great deal of effort expended by NIE staff to enhance the attendance rate of participants. For both of the joint Collaboration Sessions (October 30 and November 13, 1978), there were invitational letters and follow-up phone calls. Phone calls appeared to be essential reminders, even when R.S.V.P. slips and stamped envelopes were enclosed. (See Appendix L - Invitational Letters)

For the November 13 Session V with BUSD principals and program administrators, attendance was excellent (21 of 23 attending). (See Appendix I) However, for the October 30 Collaboration Session IV, there were a total of 14 of 21 possible participants in attendance. There were only three designated representatives from the 2 x 2 Committee, including the Superintendent, City Manager's representative, and Board representative. The following table indicates those attending the October 30 joint Collaboration Session and the area of representation.

Effectiveness of Session VII In Relationship to Project Goals:

Table 1

Goal	Evidence of Progress in Achieving Objectives
2. To design resources and techniques to strengthen team building and collaborative planning; and to assist Berkeley Unified School District in developing an efficiently coordinated system for collecting and utilizing data pertinent to the desegregation plan.	(Yes) This collaboration session accomplished the following: (1) Established an ongoing process for consultation with the State Department of Education to assess the Resegregation Trends. (2) Established another mechanism for data collection in terms of the state's Title 5 criteria for identification of segregated schools: (See Appendix B, p. 24 and 25 of the State of Calfiornia, Department of Education...Title 5 Sections 30-101)

Collaboration Session VIII. Desegregation/Resegregation Joint Dissemination Conference.

On January 16 a joint collaboration session (School and City Decision Makers as Partners in Desegregation) was held with participants from the 2 x 2 Committee, the City of Berkeley, Berkeley Unified School District, Oakland and San Francisco Unified School Districts.

The conference goals and objectives were:

(1) To assist participants in developing resources and techniques to strengthen team building and collaborative planning.

(2) To assist participants in identifying strategies for assessing the desegregation process.

(3) To focus attention of participants on the collaborative process.

Effectiveness of Session VIII in Relationship to Project Goals

Table 2

Goals	Evidence of Progress in Achieving Objectives
1. To enhance the ongoing communication between city and district officials	Analysis of the Feed-back results indicate that 55% of the respondents rated the conference as high in increasing their knowledge of the collaborative progress and how it can be used, 38% rated it average and 7% rated it low.
2. To design resources and techniques to strengthen team building and collaborative planning; and to assist Berkeley Unified School District in Developing an efficiently coordinated system for collecting and utilizing data pertinent to the desegregation plan.	(Yes) 48% rated the session as high in increasing their understanding of Resources and Techniques for monitoring desegregation activities. 27% indicated average effect and 24% indicated low effect.
3. To assess the effectiveness of Berkeley's Collaborative Training Model and other models as a long-range planning approach for monitoring desegregation.	(partial) 30% rated the conference as high in increasing their understanding of systems for monitoring desegregation activities; 50% rated it as average; 20% rated it as low.
4. To disseminate and share the experiences of the Berkeley Unified School District with Oakland and San Francisco school districts in addressing the concerns of resegregation, thereby receiving and giving feedback with a focus on improving the desegregation efforts of all three districts.	(Yes) Representatives of the offices of Supt. from Oakland and San Francisco participated in the collaborative session. Summary of the Feed-back form results will be shared with the district liaison persons.
5. To provide new and revised data based upon input from the BUSD/City decision and policy makers, parents and other community representatives which will be reported in the Final Report.	(Yes) Feed-back analysis indicate that responses were received from representatives from the Berkeley Community Berkeley school district and the city of Berkeley. (See Appendix for roster of participants. Participants responded to three foci (See foci and responses in Appendix D).

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION

TO : File

DATE: November, 1979

FROM : Oscar Uribe, Jr.
Delores Monroe

SUBJECT: The Berkeley Unified School District's Resegregation Study

Introduction

Some desegregated school districts, over a period of time, have become resegregated. Whether public school districts become resegregated is determined, in part, by the interaction of all significant segments of the community. In particular, the public and official acts of city and school administrators influence the degree to which resegregation will be enhanced or retarded. But top-level city and school administrators often lack training in and quality information on school desegregation. Most city and school administrators fail to realize that desegregation is a process, not an isolated act. For this reason, school desegregation is all too often given too short a period of time to be sustained.

In 1976 NIE's Desegregation Studies Team recognized the need to study the resegregation process in a desegregated school district, and to examine the coping skills and support services required of administrators in desegregated settings.

An NIE Awarded Contract

In 1976 NIE decided to support a research and demonstration study that would demonstrate the school resegregation process and provide top-level city and school administrators with the appropriate and essential coping skills needed to sustain desegregation and prevent resegregation. In the 1976-77 school year NIE awarded a sole source contract to the Berkeley Unified School District to conduct a research/demonstration project which would investigate school resegregation. The reasons for chosing the Berkeley Unified School District were:

1. Since the mid-1960's the Berkeley Unified School District has been the nation's outstanding example of a successful voluntary effort at school desegregation, frequently lauded as innovative and creative in its approach to desegregation problems. Nationally known desegregation

experts have noted that there has been no white flight, pupil performance levels have remained stable (and in some instances actually increased), and there has been strong community support for desegregation efforts in the Berkeley area. But in the 1970's a gradual transition toward patterns of resegregation was noted by the Berkeley Unified School District's administration.

2. A fully operating local school district, employing talented researchers directly responsible to the district, has full access to district data and resources often not made freely available to "outside" researchers. Also, when completed the study results can be useful immediately to the school decision-makers.

The Berkeley Study

The Berkeley Study was a three year research and demonstration project designed to document resegregation processes and to develop a collaboration model to prevent resegregation. The study was completed in August of 1979.

The Berkeley Project final report follows this outline: Section I is a general background description of the setting and the project. Section II is about the first year (1976-77), describing the problem, the hypothesis, and the collaborative design. Section III is about the second year (1977-78), describing within-school and out-of-school resegregation trends in the Berkeley Unified School District. Section IV is about the final year (1978-79), describing the collaborative process in theory and in practice.

The study itself possesses the following good qualities:

1. The project was a research and demonstration project -- building from a sound basis in theory and information to sound practice.

2. The study verified its hypotheses: that school and city officials have, at best, "modest knowledge of desegregation problems;" and that most city leaders feel no responsibility for implementing school desegregation.

3. The school district foresaw school-city-community collaboration as the best means to forestall school resegregation. A "leadership management training process for coping with the present world" was designed as a preventative measure for school resegregation. The project enabled the school district to revive the "2X2 Committee that was established more than a decade ago to facilitate discussion among city and school decision makers of problems and issues of mutual concern."

The Berkeley Unified School District staff responsible for this study identified the following items as shortcomings to this study:

1. The study (by original design) did not involve the leadership of the University of California at Berkeley.

2. The Berkeley Unified School District did not develop the procedures necessary to involve in the collaborative design on a continuing basis the "grass roots elements" -- that is, the general public, parents, the students, and the district's teaching staff.

3. Despite NIE's urging to focus on all significant minority groups, the study "focused almost exclusively on Black and White conditions and relations in the school and community." The information bank developed during the course of this study showed significant information gaps in data collected for Asians, Chicanos, and "others."

4. At the end of this research and demonstration project there were still "gaps in the collected data" -- information was lacking on private school enrollments and transfers, transfers into and out of the district by race, classroom racial compositions, student achievement data by race, and employment and housing trends by race. The Berkeley Unified School District did not develop a system to make the data base more comprehensive or to keep the data current.

NIE's Review of the Final Berkeley Report

In general, NIE found that Berkeley's final report was poorly organized and self serving. A more specific detailed critique of the Berkeley project includes the following points:

1. Unambiguous definitions of terms central to the delimitation of this study were lacking (e.g., white flight, desegregation).

2. A brief review and analysis of the research literature specifically applicable to this study was not presented.

3. The long-range plan to train city and school administrators was neither outlined in sufficient detail nor explained specifically so as to be replicated in other school districts.

4. The district did not reduce the massive amounts of collected data into manageable, easily understood

categories, nor were the results directly connected to the collaborative model. Concise, meaningful statements about the analyzed data were not used to draw meaningful conclusions.

5. Specific reasons for students and their families leaving or entering the Berkeley Unified School District were not given. Thus, whether their movement was related to "flight" cannot be determined.

6. An evaluation was not provided of the successes and/or failures of the model in fulfilling its responsibility to provide top-level city and school adminstrators with the sophistication and competency to make rational decisions about the school desegregation/resegregation process. A formal "model" was not reported on, as the "collaborative training" projected for the 1978-79 school year (as described in the second year interim report) did not materialize.

7. A series of nine "collaborative sessions" were held. Each session had different participants. All sessions were devoted to the dissemination and analysis of the 1977-78 project interim report to NIE, and to the "development of the collaborative model in protection of desegregation and avoidance of resegregation." The Berkeley Unified School District conceded that "attendance was a problem, except where staff attendance was compulsory." The "learning by doing process," supposed to be a "confrontation of issues, moving them toward resolution," has no apparent sequence or continuity.

Conclusion

This research and demonstration project, supported by NIE and conducted by a fully operating school district, is both rewarding and disappointing. What is most rewarding about this study is that the nation's first northern school district to successfully voluntarily desegregate had the courage to take a critical look at itself, questioning whether a pattern of resegregation was developing. What is most disappointing about this study is that the massive amounts of district-collected data were not distilled into a precise, detailed working document of use to the Berkelely Unified School District as well as others. A great idea was not successfully implemented. Political and practical pressures operating on the district and in the community impeded open critical review. Nevertheless, much can be learned from this study's successes and failings.

NATIONAL INSTITUTE OF EDUCATION

11/9 • 1979

TO: Frank Bryars

FROM: OSCAR Uribe, Jr.

Subject: Document we discussed this p.m.

Enclosed is one copy each of the Berkeley Desegregation Study final report, executive summary, and memo of explanation.

ABOUT THE PRINCIPAL INVESTIGATOR:

Dr. Georgia Williams served in Berkeley Unified School District as an intern for superintendency training under a Rockefeller grant during 1975-76.
Following her internship, she was appointed Superintendent of Compton Unified School District, near Los Angeles. In 1977 she returned to the BUSD as Director of Project Planning and Development/Research and Evaluation.

As a BUSD administrator, Dr. Williams has been responsible for assisting the district in receiving approximately $10 million in project funds during her two years tenure. She directs the activities of one of the district's largest departments, which consists of 15 project directors, their staff members, and 13 offices.

In her current BUSD position she is ultimately accountable for programs in the Asian American Bilingual Center, the Bay Area Bilingual Education League (BABEL), the BABEL/BASTA Consortium, and three other BABEL associated projects. She also manages the Comprehensive Employment Training Act (CETA) Program, Youth Entitlement Project (YEP), the Emergency School Aid Act (ESAA) Project – Basic and Pilot, the National Institute of Education (NIE) Project, the Planning Program of the Rockefeller Project, and the BUSD's Research and Evaluation Office.

Born in Richland, Georgia, and raised in Chattanooga, Tennessee, Dr. Williams received her Bachelor of Science degree in social administration from Tennessee State University and her doctorate from the University of Michigan. She was an Assistant Superintendent of Curriculum in Highland Park, Michigan, just before coming to California to accept the Rockefeller internship.

In addition to her other positions, Dr. Williams has taught junior high school, worked as a school social worker, counselor, project director, university administrator and professor, and a consultant. Her doctoral work was on the subjects of planned change in inner city schools and humanistic models for change in urban settings. She has also done extensive research and training in school site management and planning.